



## CIEE Barcelona, Spain

<b>Course title:</b>	Advanced Spanish for Academic Discourse
<b>Course code:</b>	SPAN 3005 BASP
<b>Programs offering course:</b>	Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2020

### Course Description

This is an advanced Spanish language course corresponding to level **B2** of the Common European Framework of Reference for Languages (CEFR) and **Advanced Mid-High** of the American Council on the Teaching of Foreign Languages (ACTFL). Its aim is to help independent users of the language become proficient users. Advanced Spanish for the Academic Discourse is a course for students who need to improve their language skills to be able to take classes in Spanish in a local institution, to read literature, take tests, write papers and do oral presentations in Spanish. It is an instrumental language course that focuses specifically on the academic use of Spanish.

### Learning Objectives

By completing this course, students will:

The goal of the course is the development of writing and speaking abilities in Spanish in an advanced level. In particular, by the end of the course the student is expected to reach the following goals:

- Listening: be able to understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar, most TV news and current affairs programs, and films in standard dialect.
- Reading: be able to read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
- Spoken interaction: be able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible and take an active part in discussion in familiar contexts, accounting for and sustaining his or her views.
- Spoken production: be able to present clear, detailed descriptions on a wide range of subjects related to his/her field of interest, and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Writing: be able to write clear, detailed text on a wide range of subjects related to his/her interests, an essay or report, passing on information or giving reasons in support of or against a particular point of view, and letters highlighting the personal significance of events and experiences. At the end of the course, students will have the necessary tools to construct a brief academic text (exam, comment, class activity) with these characteristics: planned, correct, adequate and effective.

### Course Prerequisites

4 semesters of college-level Spanish (or equivalent).

### Methods of Instruction



This course is taught following the method of communicative language teaching, and is focused on text understanding and production, either oral or written. The course consists of three thematic units: description, narration, and exposition. Each unit comprehends four sessions, approximately. The classes combine:

- Understanding and analyzing oral or written examples of language.
- Introduction, explanation and grammar content practice.
- Production of oral and written texts.

### **Language exchange**

Students taking this course must attend a language exchange activity, where a group of CIEE students and local students meet for two hours of informal conversation.

### **Assessment and Final Grade**

1. Midterm Exam	25%
2. Final Exam	25%
3. Oral Tasks	20%
4. Written Compositions	20%
5. Class Participation & Homework	10%
TOTAL	100%

### **Course Requirements**

#### **Midterm Exam**

#### **Final Exam**

The midterm and final exams will likely contain all of the following components: a) Grammar and Vocabulary b) Reading comprehension, c) Writing

#### **Oral Tasks**

There will be a debate and a final oral presentation about a cultural aspect. Presentation should last up to 10 minutes. Students will be asked to supplement their presentations with Power Point. Each presentation will be followed by a short question and answer session.

- Oral debate: On designated dates during the course the student will have to present different arguments about a topic related to a specific theme that will be assigned to him/her by the instructor. Each group defends a different point of view regarding to a polemic theme.
- Oral presentation: On designated dates during the course the student will have to present a topic related to a specific theme that will be assigned to him/her by the instructor. Each presentation should last up to 10 minutes. Students will be asked to supplement their presentations with Power Point. Each presentation will be followed by a short question and answer session.

#### **Written Compositions**

Compositions will be written on topics related to course materials. Students will write three compositions of 1.5 to 2 pages. The composition will be a formal letter, an argumentative text, and an expository text. There will be a first draft which professor will correct with the correcting code and the



final version. The final grade will be the average between the first draft and the final version. Every composition will be evaluated as follows:

- Grammar:40%
- Style:20%
- Organization:20%
- Content:20%

#### Correcting code

All compositions, exams, exercises will be corrected with the following correcting code:

a = *acento* (accent mark)

c = *concordancia* (agreement)

o = *ortografía* (spelling)

t = *tiempo verbal* (verb tense)

f= *forma* (incorrect form: adjective instead of noun, etc.)

s = *sujeto* (verb conjugated for the incorrect subject)

v = *vocabulario* (vocabulary)

x = *falta algo* (something is missing)

s/e = *ser* and *estar*

pas= *pretérito/imperfecto* (use of past tenses)

pp = *preposiciones* (prepositions)

m = *modo indicativo-subjuntivo* (modo indicative-subjunctive)

#### Plagiarism

Any copy or reproduction of a text that is not yours is considered plagiarism. You CAN NOT use any kind of translation device or websites such as spanishdict.com to write your compositions, only dictionaries such as wordreference.com. It is NOT allowed to have your compositions proof read by a native speaker. In case your professor detects you have used translation websites or native speakers to write or proof read your composition, you will get a 0.

#### **Class Participation & Homework**

Participation in class will be evaluated as follows:

A - Active and effective volunteering and oral participation in class, individual, with groups and with partners. NO ENGLISH.

B - Some volunteering in class, effective and active work with partners. NO ENGLISH.



C - Few responses in class but effective and active works with partners.

D - Concentrating on material presented, ineffective work with partners.

F - Almost no speaking or involvement in class activities.

### **Weekly Schedule**

#### **Week 1**

Class 1.1 Course introduction

Living in Barcelona: everyday interactions

Introduction to class (syllabus and course content)

Class 1.2 Field Trip: Market

#### **Week 2**

Class 2.1 Describing Past Events

Communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.

Course Materials: Corpas et al. 2014. Unit 3

Class 2.2 Grammatical Resources

Past perfect of indicative; all past tenses combined (*que, de modo que, etc.*).

Lexical resources: trips and tourism.

Course Materials: Corpas et al. 2014. Unit 3

#### **Week 3**

Class 3.1 Describing Past Events

Communicative resources: relating anecdotes in the past and reacting when hearing an anecdote; expressing cause and consequence.

Course Materials: Corpas et al. 2014. Unit 3

Class 3.2 Grammatical Resources

Past perfect of indicative; all past tenses combined (*que, de modo que, etc.*).

Lexical resources: trips and tourism.

Course Materials: Corpas et al. 2014. Unit 3

**Week 4**

## Class 4.1 Expressing Wishes

Communicative resources: expressing needs and demands; reporting social problems and suggesting solutions.

Course Materials: Corpas et al. 2014. Unit 2

## Class 4.2 Grammatical Resources

Subjunctive with verbs related to needs, demands, wishes; subjunctive with temporal constructions.

Lexical resources: politics and society; education.

Instruction for written task 1

Course Materials: Corpas et al. 2014. Unit 2

**Week 5**

## Class 5.1 Argumentation-Debate

Communicative resources: expressing interests and feelings; expressing disagreement.

Course Materials: Corpas et al. 2014. Unit 2

## Class 5.2 Grammatical Resources

Subjunctive with verbs related to feelings.

Lexical resources: vocabulary related to feelings, interests and disagreement.

10th: Submission deadline Written task 1 version 1

Course Materials: Corpas et al. 2014. Unit 2

**Week 6**

## Class 6.1 Argumentation-Debate

Communicative resources: expressing interests and feelings; expressing disagreement.

Course Materials: VVAA. 2007. Unit 2

## Class 6.2 Grammatical Resources

Subjunctive with verbs related to feelings.

Lexical resources: vocabulary related to feelings, interests and disagreement.

17th: Submission deadline Written task 1 version 2

Instruction for oral task 1

Course Materials: VVAA. 2006. Unit 7

### **Week 7**

Class 7.1 Written Mid-term Exam

Class 7.2 Debate-Oral Mid-term Exam

### **Week 8**

Class 8.1 Expressing Feelings

Communicative resources: expressing feelings. Subjunctive versus indicative

Course Materials: Corpas et al. 2014. Unit 4

Class 8.2 Grammatical Resources

Superlatives; indicative and subjunctive with relative sentences.

Lexical resources: design

Instruction for written task 2

Course Materials: Corpas et al. 2014. Unit 4

### **Week 9**

Class 9.1 Exposition Communicative Resources

Describing and giving opinion about objects.

Grammatical resources: superlatives; indicative and subjunctive with relative sentences.

Course Materials: Corpas et al. 2014. Unit 5

### **Week 10**

Class 9.2 Lexical Resources: Design

Submission deadline for written task 2 version 1

Course Materials: Corpas et al. 2014. Unit 5

Class 10.1 Exposition

Communicative resources: describing and giving opinion about objects.

Grammatical resources: superlatives; indicative and subjunctive with relative sentences.

Course Materials: Corpas et al. 2014. Unit 5

Class 10.2 Lexical Resources: Design

Submission deadline for written task 2 version 2

Course Materials: Corpas et al. 2014. Unit 5

### **Week 11**

Class 11.1 Expressing Hypothesis

Communicative resources: expressing hypothesis.

Grammatical resources: subjunctive imperfect and conditional for expressing hypothesis.

Instruction for written task 3

Course Materials: Corpas et al. 2015. Unit 6

Class 11.2 Lexical Resources: Suppositions

Course Materials: Corpas et al. 2015. Unit 6

### **Week 12**

Class 12.1 Expressing Hypothesis

Communicative resources: expressing hypothesis.

Grammatical resources: subjunctive imperfect and conditional for expressing hypothesis.

Submission deadline for written task 3 version 1

Course Materials: Corpas et al. 2015. Unit 6

Class 12.2 Lexical Resources: Suppositions

Instruction for written task 3

Course Materials: Corpas et al. 2015. Unit 6

### **Week 13**

Class 13.1 Certainty / Uncertainty



Communicative resources: expressing hypothesis and certainty/uncertainty.

Submission deadline for written task 3 version 2.

Instructions for oral final presentation

Course Materials: Corpas et al. 2015. Unit 7

Class 13.2 Grammatical Resources

Special uses of the conditional and the future tense; indicative and subjunctive (present and past) for expressing different levels of certainty.

Course Materials: Corpas et al. 2015. Unit 7

#### **Week 14**

Class 14.1 Exam Review

Class 14.2 Oral Final Presentation

Submission deadline for written task 3 version 2

#### **Week 15**

Class 15.1 Written Final Exam

### **Course Materials**

#### **Readings**

The professor will provide students with the materials needed for the course. These materials are taken from the following textbooks of Spanish:

CORPAS, Jaime, et al. Aula 4. Curso de español. Barcelona: Editorial Difusión, 2014

CORPAS, Jaime, et al. Aula 5. Curso de español. Barcelona: Editorial Difusión, 2015

VVAA. Abanico. Curso Avanzado de Español Lengua Extranjera. Barcelona: Editorial Difusión, 2007

VVAA. El ventilador. Curso de español de nivel superior. Barcelona: Editorial Difusión, 2006